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VOL. VII

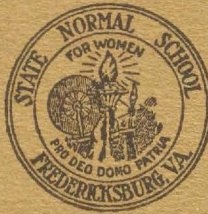
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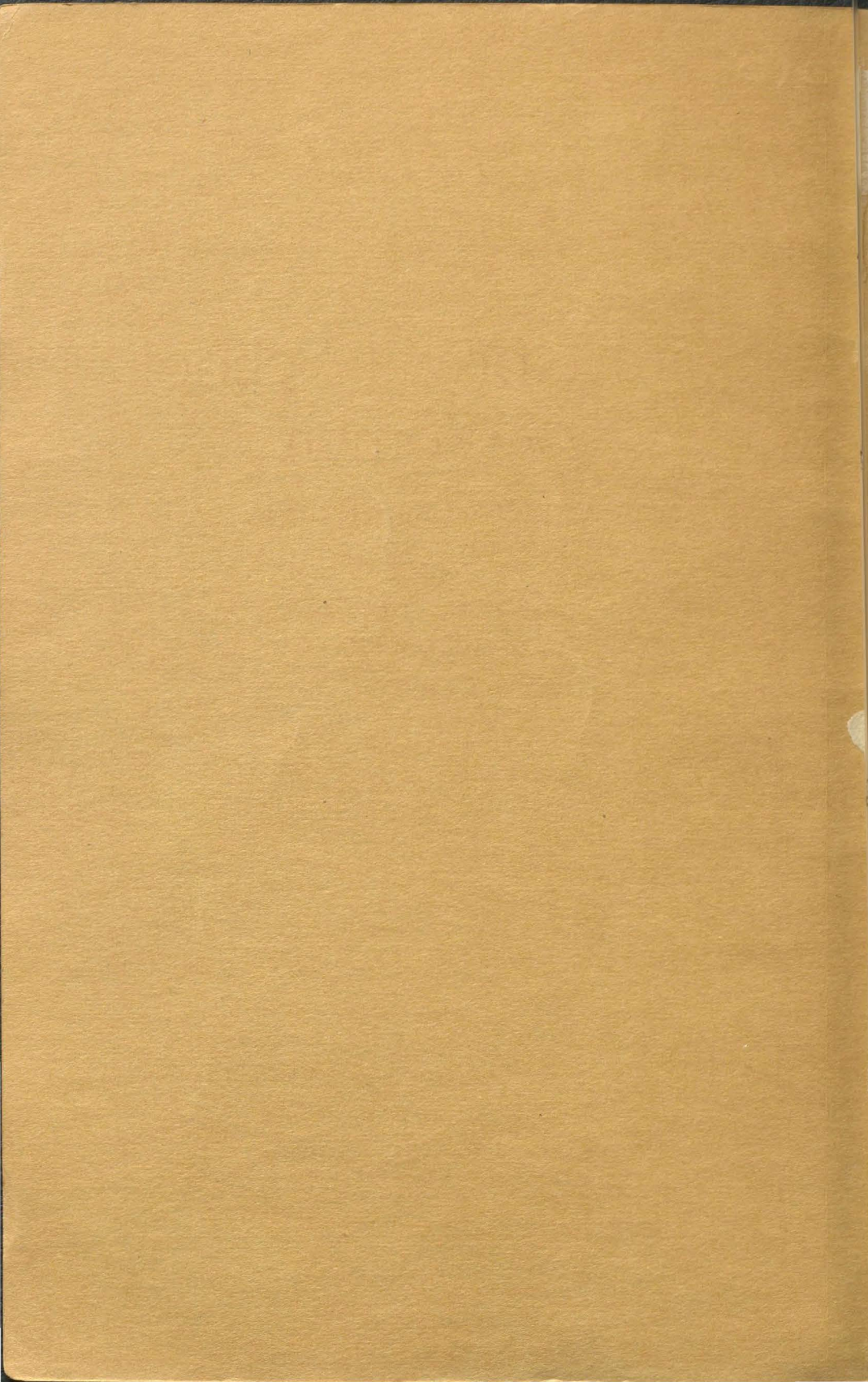
BULLETIN
OF THE
State Normal School
for Women

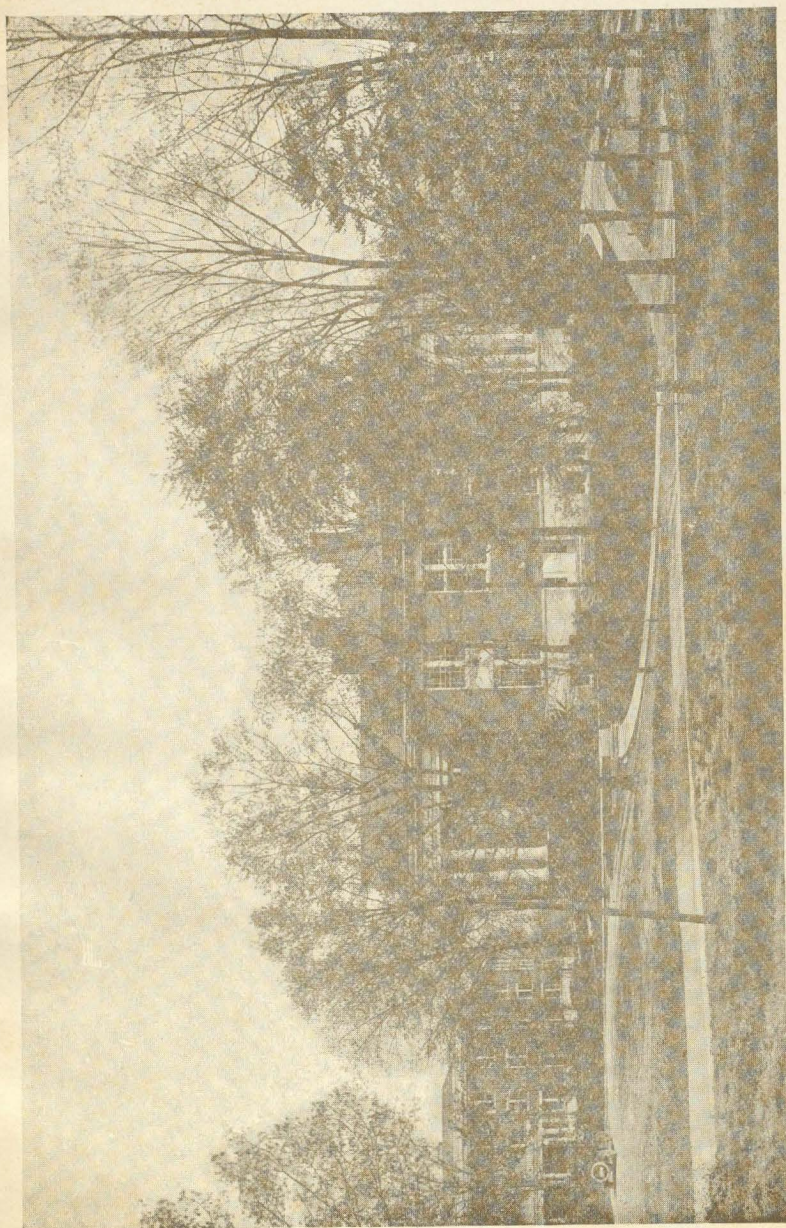
FREDERICKSBURG, VIRGINIA

*Summer School
Announcement*

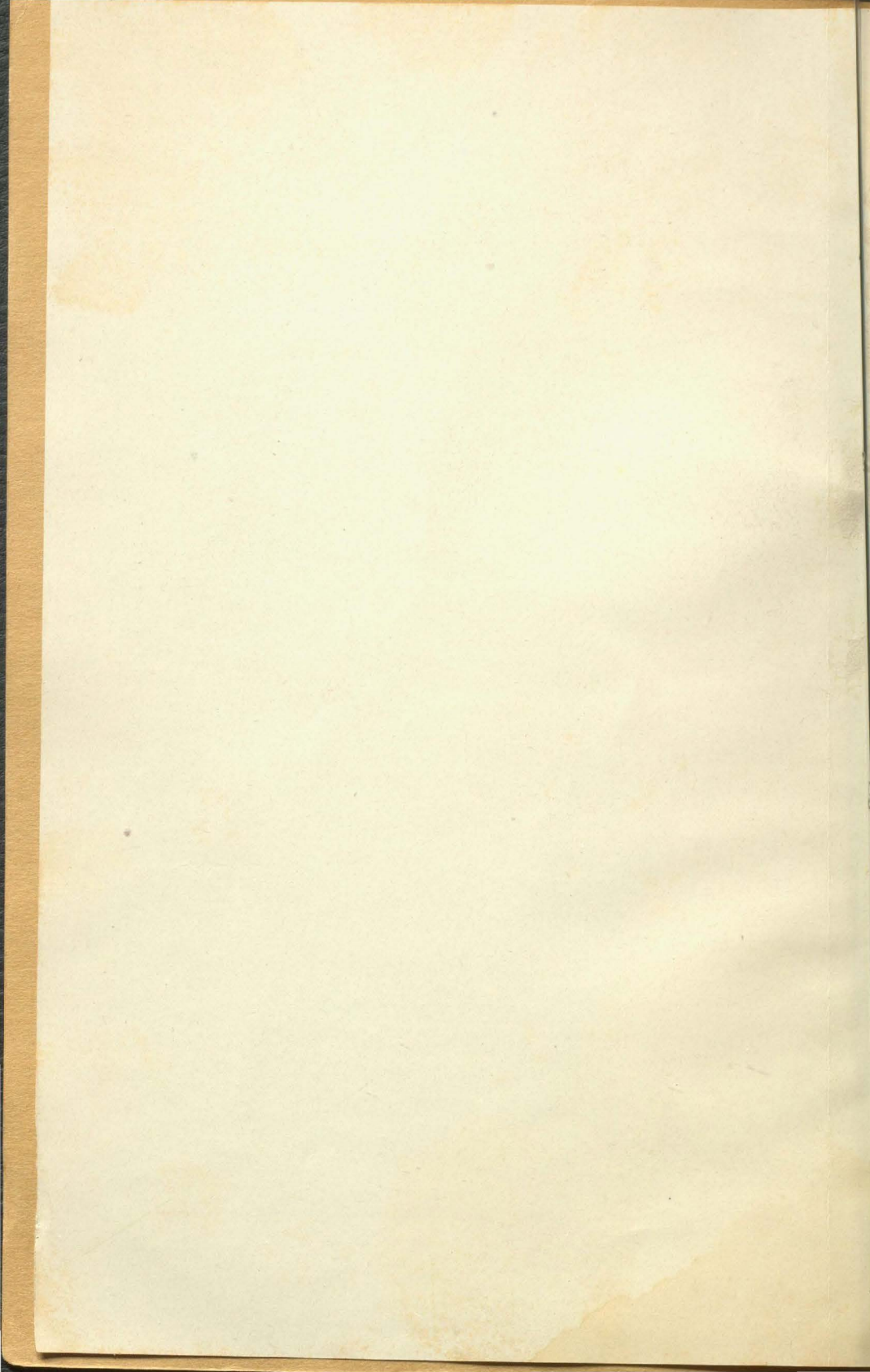


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ADMINISTRATION BUILDING AND GLIMPSE OF CAMPUS



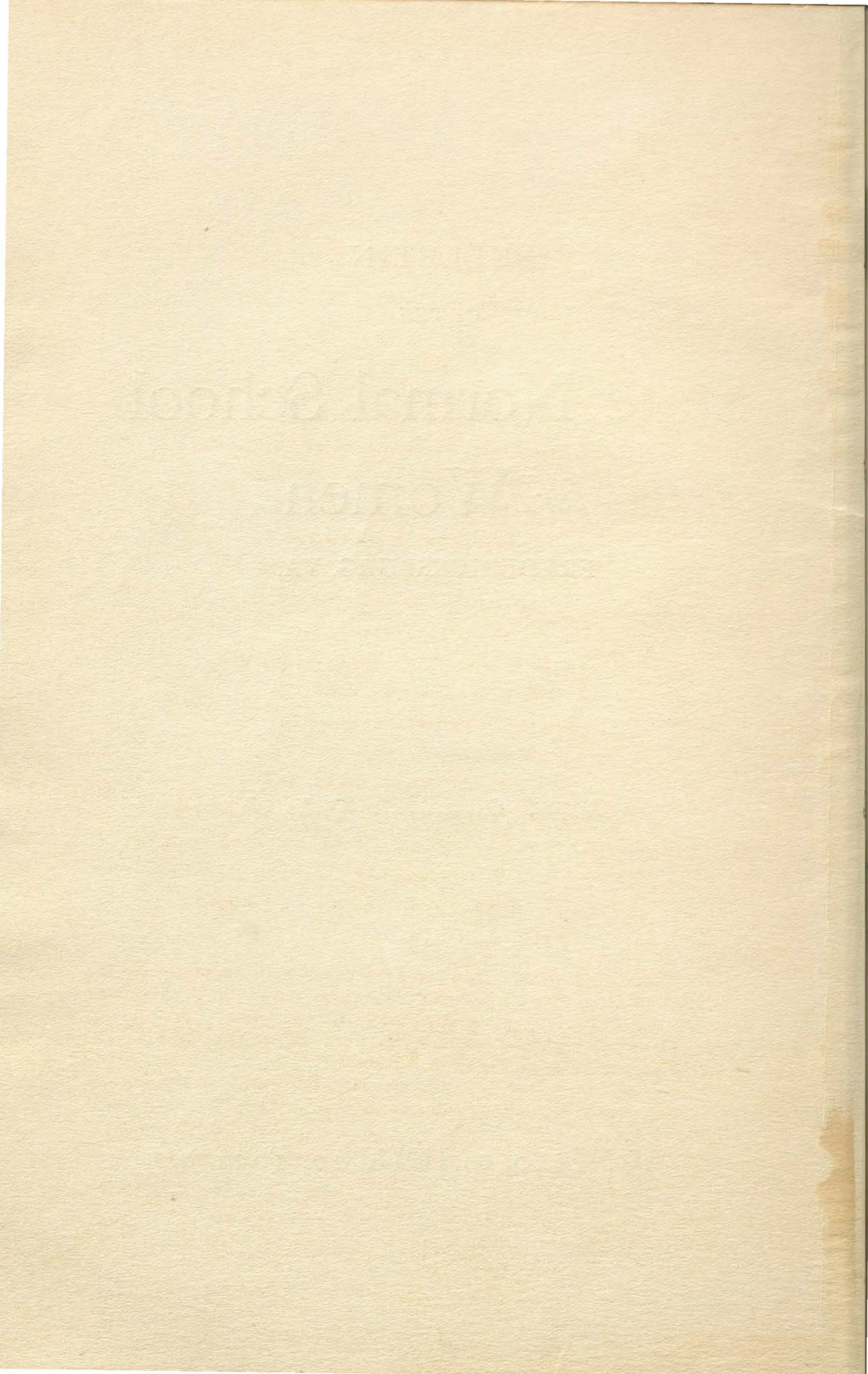
BULLETIN
OF THE
State Normal School
for Women

FREDERICKSBURG, VA.

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State Summer School

JUNE 20, to JULY 29, 1921



State Normal School

Fredericksburg, Va.

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V. R. SHACKLEFORD, *President of Board*, Orange, Va.

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Richmond, Va.

ROBERT K. BROCK, Secretary-Auditor, Farmville, Va.

The State Normal School at Fredericksburg is supported by the State of Virginia in order that the young women of Virginia may have opportunity for preparation as teachers and home builders.

The regular summer session of six weeks begins June 20th.

The winter session begins in September.

Any one interested in either the summer session or the regular winter session, may secure full information, catalog, etc., by writing.

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Fredericksburg Summer School

Officers

A. B. CHANDLER, JR.
Director

B. Y. TYNER
Registrar

ELIZABETH F. CHESLEY
Treasurer

MRS. JNO. C. FERNEYHOUGH
Bookkeeper

DR. C. MASON SMITH
Physician

ANNA P. STARKE
Social Director

MRS. JOHN RUFF
Assistant Social Director

ANNIE G. CLARKE
Matron

MRS. MARY M. MYERS
Housekeeper

MARY V. BURNEY
Librarian

Summer School Faculty

FIRST AND SECOND GRADE CERTIFICATE COURSE

A. B. CHANDLER, JR.

(President Fredericksburg State Normal School)
Director

W. J. YOUNG

(Head Departments Biology and Geography, Fredericksburg
State Normal School)
Theory and Practice, Geography

W. N. HAMLET

(Head Department of Science and Mathematics, Fredericksburg
State Normal School)
Arithmetic, Physiology, Geography, Algebra

J. H. CHILES

(Superintendent of Schools, Spotsylvania County)
Civics, Virginia History

VIRGIE BUGG

(Department of History, Farmville State Normal School)
U. S. History, English History

EULA D. ATKINSON

(Head Department of Industrial Arts, Fredericksburg State Normal)
Agriculture

INEZ McGAUGH

(Primary Supervisor, Montgomery, Ala.)
Reading and Methods

IRENE HARDY

(Department Industrial Arts, Fredericksburg State Normal School)
Drawing

GERTRUDE WHITE

(Department English and Writing, Fredericksburg State Normal School)
Grammar and Composition

Summer School Faculty—Continued

ELIZABETH WILLIAMS

(Head Music Department, Fredericksburg Normal School)
Music, Drawing

PEARL HICKS

(Physical Director, Fredericksburg State Normal School)
Physiology and Hygiene

ANNA P. STARKE

(Social Director, Fredericksburg State Normal School)
Classics

School of Elementary Methods

ELEMENTARY PROFESSIONAL CERTIFICATE COURSE

A. B. CHANDLER, JR.
Director

B. Y. TYNER

(Head Department Education, Fredericksburg State Normal School)
Elementary Education, Methods and Management;
Director Observation School

PEARL HICKS

School Hygiene and Sanitation, Games

INEZ McGAUGH

Methods in Reading

BESSIE M. BROWN

(Primary Supervisor, Roanoke City Schools)
Methods in Arithmetic (Primary), Methods in Language and Spelling,
Child Literature and History Stories, Methods in Geography

GERTRUDE WHITE

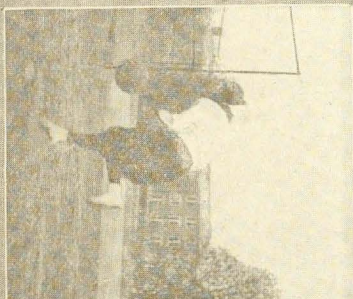
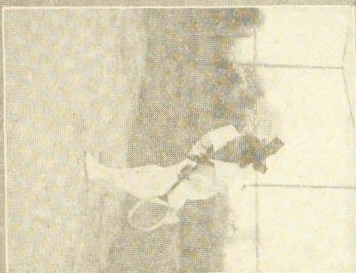
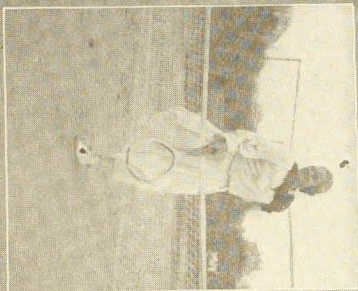
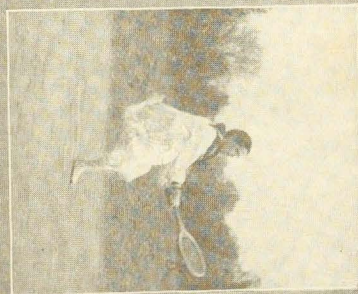
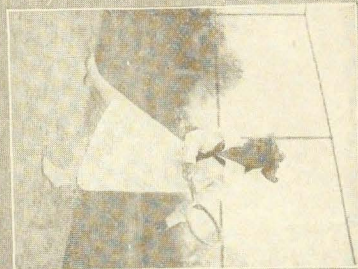
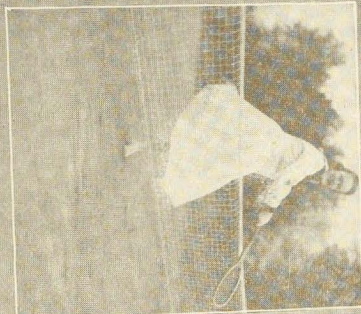
Writing

IRENE HARDY

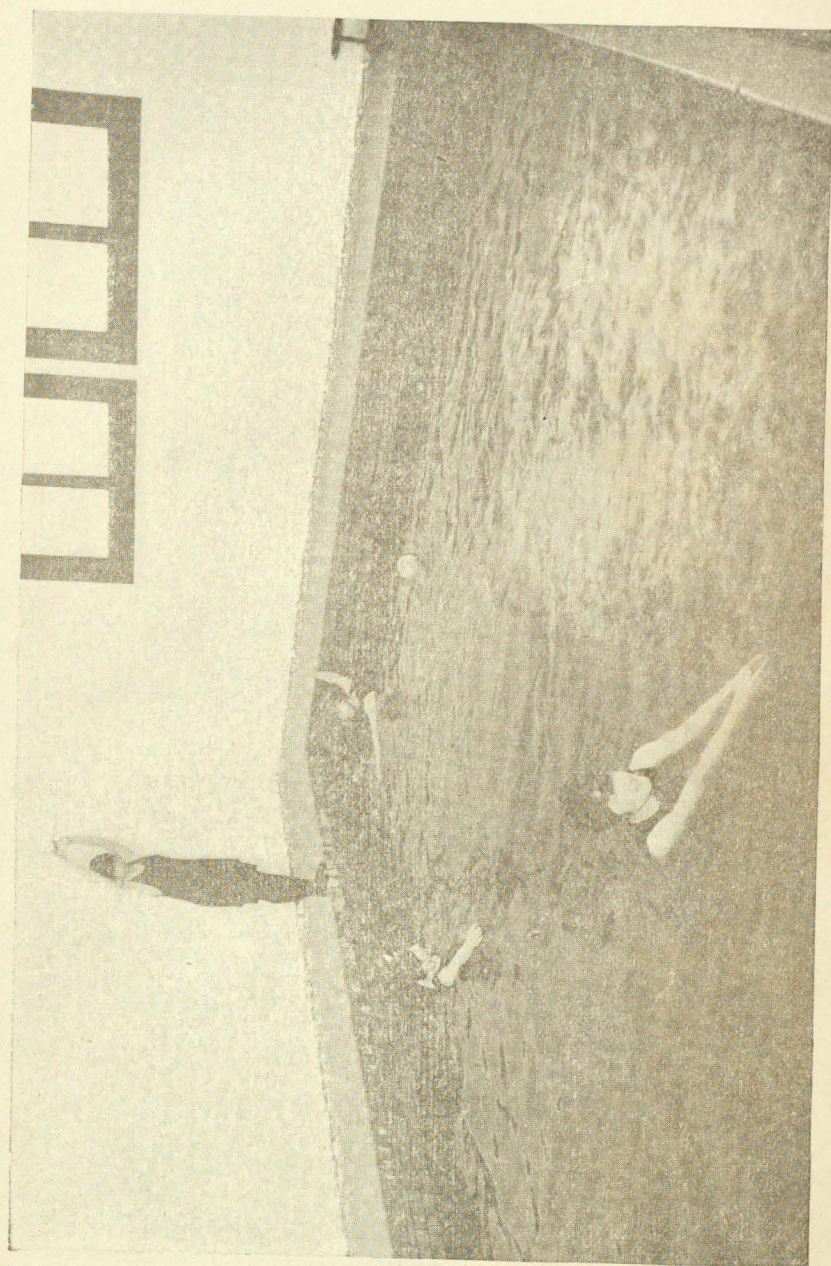
Drawing (Primary and Grammar), Primary Industrial Work,
Grammar Industrial Work

EULA D. ATKINSON

Nature Study, Home Geography, Agriculture (School Gardening)



ATHLETICS



SWIMMING POOL

School of Elementary Methods—Continued

ELIZABETH WILLIAMS

Public School Music

NELLIE R. KERLIN

(Principal Newport News Public Schools)

Methods in Language and Spelling, Methods in Arithmetic (Grammar),
Methods in Language and Grammar, Methods in Reading
and Literature

VIRGIE BUGG

Methods in Civics and History

GRACE K. TANNER

(Home Economics Department, Fredericksburg State Normal School)

Home Economics (Grammar), Cooking and Sewing

ETHEL NASH

(Critic Teacher, Fredericksburg State Normal School)

Critic Teacher

MARY E. COLGAN

(Critic Teacher, Fredericksburg State Normal School)

Critic Teacher

MARY V. BURNEY

(Librarian, Fredericksburg State Normal School)

Librarian

NORA C. WILLIS

Pianist

General Announcement

If you are interested in summer school work, you will do well to read this booklet carefully. Should further information be desired, write the Director.

As soon as you decide to attend the Summer School, write the Director for room reservation. After this booklet has served your purpose, please pass it along to some one else who may be interested in attending a summer school.

MISSION OF THE SUMMER SCHOOL

The greatest obligation resting upon a democratic society is the conduct of an efficient system of popular education. Responsive to this responsibility, the State conducts summer schools for teachers at various convenient points.

The School at Fredericksburg is one of these, and offers a splendid opportunity for the teachers who are in active service to better prepare themselves for their profession.

The children of the State deserve the best that can be given them, and one of our greatest needs is professionally equipped teachers. The large majority of the children of Virginia are taught by teachers with practically no professional training. During our recent world war, the patriotic call of duty led us all to throw our energies into those activities that would tend to bring the war to a successful conclusion. This took many of our teachers out of the profession. Now there is the same patriotic call to take them back into the service.

There is a general forward movement throughout the world. The teaching profession must be a part of this forward movement. Are you preparing to do your part? Every teacher should have an ambition to become more useful and to exercise a constantly increasing influence. This will bring the double reward of personal satisfaction in professional growth and the securing of positions of greater permanency and greater salaries.

For want of a better standard, it is generally accepted that the higher the certificate held by a teacher, the greater her efficiency.

Therefore it is important for every teacher to strive for the highest certificate possible. Greatly to the credit of the profession, it must be said that the number of teachers holding high grade certificates is rapidly increasing.

The standard of requirement for teachers is getting higher every

year and those holding lower grade certificates must improve or they will inevitably be forced out of the profession.

INCREASING SALARIES

The 1920 Legislature made greatly increased appropriations for public education in the State. This means that the properly certificated and prepared teachers in Virginia are now receiving and will receive considerably larger salaries. It is not planned, however, for uncertificated and untrained teachers to share in this increase. Therefore, it is more urgent now than ever before that all teachers or would-be teachers in the State should prepare themselves to the fullest extent possible in order that they may put themselves in line to receive the increased salaries planned for those who prepare themselves for the work.

COURSES OFFERED

The courses offered here are intended for the following classes:

I. Those who intend to take the State examination for the first or second grade certificates. This course is largely a subject-matter course, and is designed as far as possible in the time allowed to prepare teachers for those examinations and at the same time give them a broader teaching knowledge of the subjects.

II. Those teachers who wish to pursue the work for the elementary professional certificate. The outline of this course will appear elsewhere in the announcement.

III. Teachers who are applying for extension of their certificates.

Teachers wishing information on the requirements for certificates and the renewal or extension of certificates, should consult this Bulletin or write the Department of Public Instruction, Richmond, asking for the Bulletin on the Certification of Teachers (Form E-19).

CHANGES IN FIRST AND SECOND GRADE WORK

No changes have been made in the content of the work required for first and second grade certificates, but an important change has been made in the method of preparing and conducting the examinations in these courses.

The examinations on the subjects in the first and second grade courses will be prepared by the Director and instructors at the Summer School, and the papers will be graded by the instructors at the School.

The first grade subjects are divided into three parts instead of two, as heretofore, and may be taken in three successive summers in accordance with this three-fold division.

LOCATION OF SCHOOL

The Fredericksburg Normal School occupies about sixty acres on the celebrated Marye's Heights. The student of history will recognize this location as one of the most historic spots in America. It was for the possession of these heights that the great battle of Fredericksburg was fought in December, 1863. At the foot of this hill is the old Sunken Road that figured so conspicuously in this battle.

The school is located on one of the most elevated points in Tidewater Virginia, and commands a magnificent view of Stafford Heights and the Rappahannock Valley.

The scene from the school on a clear day is one of the most inspiring and beautiful in the State.

A most attractive feature of the school grounds is a beautiful grove of about ten acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile distant. A splendid driveway and concrete sidewalk connect the school with the city. The students have ample opportunity for church attendance, shopping and sightseeing.

BUILDINGS

The buildings are of classic types of architecture, convenient, large and handsome. Every student's room is well lighted and ventilated and is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large inlet wardrobes.

The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material.

The magnificent administration building is a spacious, thoroughly ventilated building with recitation rooms, gymnasium, swimming pool, rest room, post office and auditorium. This is one of the coolest and best ventilated buildings for summer work in Virginia.

The laboratory equipment in the various departments is unexcelled for summer school students.

In the library may be found four thousand volumes of selected works bearing on all phases of study for summer school teachers and on the tables may be found the current magazines and newspapers, all of which are placed at the disposal of the summer school.

In connection with the dormitories the school conducts an up-to-date laundry for the summer school students.

This service is included in the cost for board.
The buildings and grounds are all lighted by electricity.

FREDERICKSBURG

This beautiful little city of about eight thousand people is one of the cleanest, most progressive and prosperous cities of its size in the South.

It is an ideal home city, having within its confines a people noted for their hospitality, neighborly kindness and respect for the best in social ideals.

In the matter of historical associations, it is one of the oldest and most interesting in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. It abounds in historical associations.

It was here that George Washington came as a youth and grew to young manhood. Here his mother lived, died and is buried. Over her the devoted women of America have erected an imposing shaft.

It was in this historic city that Washington was made a Mason. Everywhere in the city we find something associated with his life and influence and his spirit still lives in the patriotic thinking of the people.

Here is found Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the home of General Hugh Mercer, who was killed at the battle of Princeton; the only home that John Paul Jones ever had in America and from which he went to establish the American Navy; the law offices of James Monroe; the birthplace and home of Commodore Matthew Maury, the man who has received perhaps more recognition from the scientific world than any other American, and many other places associated with the early history of our country.

No place in America is more closely identified with the history of the War between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the recent world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

RAILROAD AND BOAT CONNECTIONS

Fredericksburg is situated on the Rappahannock River, one hun-

dred and twenty-five miles from Chesapeake Bay, and a pleasant ride from the capital of the United States and the capital of Virginia. It has the advantage of two railroads—the Richmond, Fredericksburg and Potomac and the Potomac, Fredericksburg and Piedmont—and also has a line of excellent steamboats.

There are about fourteen trains arriving in Fredericksburg over the Richmond, Fredericksburg and Potomac Railroad from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Potomac, Fredericksburg and Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

The Maryland, Delaware and Virginia Railway Company has a comfortable line of steamers running between Fredericksburg and Baltimore. These steamers touch at all points on the Rappahannock River.

WHEN YOU ARRIVE

When you arrive at the depot or wharf, take a jitney to the Normal School. On arriving at the school, give your trunk check to the social director, who will have your trunk taken promptly to the school or to your boarding place in the city. Teachers will pay their own livery service—the charge for which is moderate—25c for passenger, including suit case and 35c for trunk. Every trunk should be plainly marked with the student's name. This is important.

DEVOTIONAL SERVICES

A certain period is given every day to chapel exercises in the auditorium. All students and members of the faculty are expected to attend these services.

In the city of Fredericksburg regular services are held in the Baptist, Episcopal, Presbyterian, Methodist, Christian and Catholic Churches. The students of the Summer School are earnestly invited to attend these services. They will also receive a most cordial welcome to the Sunday Schools of the various churches.

THE FACULTY

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State. Each has been selected because of his special fitness for the subject he is to teach.

The faculty is composed of members of the regular Normal School

faculty and other specialists who have had wide and successful experience in the State in teaching the special subjects assigned them.

SIX WEEKS SCHOOL

This Summer School is a six weeks school. Two distinct courses are offered: (a) The course leading to the first and second grade certificates, and (b) the professional course leading to the Elementary Professional Certificate. In the first course (a) all the subjects required by the State for the first grade certificate will be taught. In the second course (b) the school offers all three summers' work of the new professional course, leading to the Elementary Professional Certificate, Primary and Grammar Grades.

The new professional course is the one adopted by the State Board of Education in 1920.

More complete statements of these courses are found elsewhere in the catalog. All of the work is given for the full six weeks' period.

RECREATIONAL AND SOCIAL FEATURES

A varied program of recreational and social features is provided for the students of the Summer School which add greatly to their contentment and happiness. Among them are the following:

1. *The Great Swarthmore Chautauqua*

About midway in our session this great Chautauqua comes for one joyous week, presenting a varied and magnificent series of programs. Season tickets are sold to students of the school on special terms.

2. *Moving Pictures*

The school owns its own moving picture machine, and a number of pictures, both recreational and educational, will be exhibited for the benefit of the students.

3. *Sight-Seeing Trips*

The school owns a modern Reo passenger auto-truck, seating eighteen persons. A number of sight-seeing trips to the nearby battlefields and through the historic city of Fredericksburg will be scheduled, at nominal cost, for the students. These trips last summer were very much appreciated and enjoyed.

4. *Special Addresses*

In addition to the scheduled work, special lecturers will appear on our Summer School program from time to time, discussing various educational and sociological problems in which the live teacher ought to be interested.

5. *Glee Club*

The Music Director will organize a Glee Club, with voluntary attendance, thus providing a splendid opportunity for practice in group singing, and giving training in the organization and conduct of mass singing in the schools. Sings will also be conducted several times during the session.

6. *Story-Telling Hour*

A story-telling hour will be provided, conducted about twilight on the lawn. This feature should prove both interesting and helpful to prospective teachers.

7. *Outdoor Games*

The physical education director will give opportunity for mass outdoor games and plays in the late afternoons. We hope also to have in co-operation with us the Recreational Center Director of the city.

8. *Reception by Faculty*

During the first week of school the Director and Faculty will tender to the whole student body an informal reception, giving all an opportunity to become acquainted and promoting the social spirit.

SCHEDULE

Registration for all students Monday, June 20th.

Lectures begin for all students Tuesday, June 21st.

Lectures close for all students Wednesday, July 27th.

Examinations are as follows:

All examinations for all students Thursday and Friday, July 28th and 29th.

EXPENSES

Tuition	Free
Registration fee for Virginians.....	\$ 1.50
Registration fee for non-Virginians.....	6.00
Board for the full session.....	30.00
Board for part of session, per week.....	6.00
Board for less than one week, per day.....	1.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board for regular session begins with dinner Monday, June 20th, and ends with breakfast Saturday, July 30th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as

those leaving during the session. Teachers entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents apiece. The laundry will be in operation the second, third, fourth and fifth weeks of the school, and teachers will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap.

DORMITORY REGULATIONS

All teachers rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories as quiet as possible. They are also expected to conform to all other regulations made in the interest of the teachers and the school. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After assignment to rooms teachers will not change their rooms without permission of the Social Director.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

IMPORTANT NOTES

Only a limited number can be accommodated in the dormitories. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 9:00 P. M. Monday, June 20th, except by special arrangement.

Teachers who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Teachers who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

The library will be open from 4:00 P. M. to 6:00 P. M. and 8:00 P. M. to 10:45 P. M., every day, except Sunday. These hours may be changed, if it is found desirable.

A representative of the Department of Public Instruction will be present at the opening of the Summer School to give authoritative decisions on credits and admissions to courses.

Courses of Study

The courses of study offered at this Summer School are (a) those subjects required for first and second grade certificates and (b) those subjects required for the Elementary Professional Certificate, Primary and Grammar Grades.

COURSES LEADING TO FIRST AND SECOND GRADE CERTIFICATES

The following is the course for the First Grade certificate:

FIRST GRADE		POINTS
I.	Applicant's Form	10
	Arithmetic	10
	U. S. History	5
	Geography	5
	Hygiene	5
	Reading	5
II.	Grammar	10
	Va. History	5
	Civics	5
	Theory	5
	Drawing	5
	Spelling	5
III.	Algebra	5
	Classics	5
	English History	5
	Agriculture	5
	Physical, Geography	5
	or (General Science)	(5)
Total		100

These are the first grade subjects now required by the State Board of Education. Lectures on all of these subjects will therefore be given in the Summer School. See schedule in back of catalog for lectures in this course.

The State Department of Public Instruction has issued a circular (Form E-19, 1921) setting forth the new regulations in regard to certificates. Teachers and prospective students should secure this circular from the Department at once and acquaint themselves with

its provisions. For the benefit of our Summer School students those new regulations which seem most vital to them are quoted below.

The First and Second Grade Certificates are designed for applicants who have not had normal or collegiate training, and who must secure their license through State examinations.

The minimum academic training of an applicant to teach must obviously be reasonably in advance of the highest grade of work she may be called upon to teach. It is not conceivable that an applicant can be a successful instructor unless she have training at least two years in advance of the classes she must instruct. Therefore the minimum requirement for a teacher in the standard high school must be collegiate work at least two years in advance of the high school requirement in any specific subject. The minimum requirement for an elementary teacher must be high school work at least two years in advance of the seventh grade. For this reason the requirements of the First Grade Certificate are raised to a reasonable standard and after January 1, 1919, no applicant will be permitted to take the State examination for the First Grade Certificate who cannot show academic training equivalent to at least the first two years of high school work. While the same limitation is not placed upon applicants for the Second Grade Certificate, the completion in a thorough manner of the first year high school is assumed.

In the examinations great importance will be attached to the form to be filled out by the applicants. This will give a series of questions to bring out the pertinent facts about the applicant's preparation, attitudes and motives. This form must be carefully filled in and on it credit will be allowed as on any subject of the examination. Neatness, general style and handwriting will be counted on this form.

Requirements for the First Grade Certificate. The applicant must be at least 19 years old, must have academic training equivalent to the first two years of high school work, must have taught successfully at least 7 months, and must make a grade of 85% on the examination.

This certificate is valid for five years and renewable for similar period. It permits the holder to teach in the elementary grades. An applicant who makes first grade averages but has not the requisite experience or is not of required age, may receive a Second Grade Certificate convertible into the First Grade, when the above requirements are made.

The applicant must have completed the equivalent of two years of high school work before taking the first grade examination.

Those interested in the course for the First Grade Certificate should particularly note the following points, some of which involve changes. Such changes are intended to give those eligible for the first grade work a better opportunity to complete successfully the first grade requirements.

1. The First Grade subjects are divided into the following three parts, which may be taken by the applicant in three successive summers, as indicated; or she may take Part I and Part II the first summer

and Part III the second summer; or she may take all three parts the first summer.

PART I, 1ST SUMMER.	PART II, 2ND SUMMER.	PART III, 3RD SUMMER.
Applicant's Form..... 10	Grammar 10	Algebra 5
Arithmetic 10	Va. History 5	Classics 5
Geography 5	Civics 5	Eng. History 5
Hygiene 5	Theory 5	Agriculture 5
Reading 5	Drawing 5	Phys. Geography..... 5
U. S. History..... 5	Spelling 5	or
		General Science.....(5)
<hr/> 40	<hr/> 35	<hr/> 25

2. If division is made as above permitted, the parts must be taken in successive summers after attendance at a Summer School.

3. On completing Part I with an average of 85% (34 out of 40 points), the student receives a Provisional second grade.

On completing Parts I and II, with an average of 85% on each part (34 points on Part I and 29.75 points on Part II), the student receives a Provisional First Grade.

On completing all three parts (whether in one, two or three summers), with an average of 85% on each part (34 points on Part I, 29.75 points on Part II and 21.25 points on Part III), the student receives a full First Grade, provided age, experience and character conditions for a First Grade have been met.

4. The division of examinations into parts as outlined above is permissible only to students who are eligible for First Grade work.

5. Students desiring to take the work for First Grade should present to the Registrar on entrance a statement from the principal of the High School or Division Superintendent to the effect that two years of High School work have been completed.

6. The Classics required in Part III for the summer of 1921 are "The Merchant of Venice" and Carlyle's "Essay on Burns."

7. The examinations will be prepared and conducted at the school by the Director and Faculty. The papers will be kept on file at the school, instead of being sent to the Department in Richmond as heretofore, and any questions arising as to gradation of papers, credits, etc., will be handled by the Director of the Summer School, with whom teachers should correspond.

8. Students intending to take the First Grade course will note that Parts I and II together comprise the subjects required for a Second Grade. Those taking these two parts in 1921 for a Provisional First Grade and failing in First Grade marks, but making Second Grade marks, will receive a Second Grade certificate.

Requirements for the Second Grade Certificate. The applicant must be at least 18 years old and must make a grade of not less than

75% on the examination, consisting of the following subjects with the value of each:

SECOND GRADE	POINTS
Applicant's Form	10
Arithmetic	10
U. S. History	5
Geography	5
Hygiene	5
Reading	5
Grammar	10
Va. History	5
Civics	5
Theory	5
Drawing	5
Spelling	5
Total	75

This certificate is valid for two years and renewable for two. The holder may teach in the elementary schools.

Those planning to take the course for Second Grade certificate should note the following:

1. No division of the examination is permitted. All subjects given above must be taken at one examination and an average grade of 75% must be made (56.25 points).

2. If the student is taking Second Grade course, but is eligible for the First Grade course and makes Parts I and II with First Grade average on each part at one examination she will receive a Provisional First Grade; if such a student makes Part I with First Grade marks, she will be given a Provisional Second Grade. This is the only condition under which a Provisional Second Grade is given.

3. Note (7) and (8) under First Grade requirements.

SUMMER SCHOOLS

Only one type of Summer School for white teachers will be held in Virginia the summer of 1921. In this school two courses will be offered: (a) The course preparing for examinations for the first and second grade certificate; (b) the professional course, primary and grammar grade, leading to the elementary professional certificate. The only places at which these courses will be given are the University of Virginia, William and Mary and the four State Normal Schools. See statements elsewhere as to what previous preparation is necessary for entrance upon (a) and (b), respectively.

The Professional Courses

The Professional School offers two courses: One of these emphasizes the subjects in primary grades, the other in grammar grades. The certificate formerly given was called the Summer School Professional Certificate, Primary or Grammar Grade. The name of the new equivalent certificate is the Elementary Professional Certificate. The courses were revised in 1920. This Summer School will give the revised courses for all three summers this summer.

The requirements for the Elementary Professional Certificate are as follows:

- A. Academic requirements—
 - I. Graduation from an accredited high school, or
 - II. Sixteen units from an institution recognized by the State Department of Education as giving equivalent high school courses, or
 - III. A full first grade certificate issued by the State Department of Education in Virginia.
- B. Professional requirements—
 - I. Thirteen courses each having thirty recitation periods, at least ten of which shall be in education and special methods.
Such courses may be taken:
 - (a) At Summer Schools.
 - 1. Three summer sessions of six weeks each within a period of five years.
 - 2. In two summer sessions of twelve weeks each, provided that one-half of the work of first year shall be in academic subjects, the applicant receiving a second grade certificate at close of first summer session, or
 - (b) In one year of a professional course at a State Normal School.
 - II. Course in preventive medicine and physical examination, not less than five recitation periods.
- C. Teaching experience of seven months is necessary for securing a first grade certificate from the Elementary Professional Course.
- D. Credits secured in summer school professional courses prior to 1917 may be applied to present Elementary Professional courses, provided such credits be granted by the State Department before applicant enters courses.
- E. All Summer School Professional courses listed prior to 1916 have been discontinued, and no new certificates will be issued upon such credits.

NOTE.—The five period course in preventive medicine will be given as part of the course in "School Hygiene and Sanitation" in the first year of the professional course for students entering this course this summer. Students who have completed the first and second years of the old professional course may complete this course here this summer.

It is clear, therefore, that there are two courses open to first grade high school graduates, namely: (a) To take the regular

State examination for a first grade certificate, or (b) to take the full professional course, Primary or Grammar Grades, leading to the Elementary Professional Certificate.

RENEWAL OF CERTIFICATES

A certificate may be extended or renewed only by the Department of Education. No certificate should be sent to the Department for renewal prior to April 1st or subsequent to September 15th of the year in which the certificate expires. All applications for renewals or extensions must be sent through the division superintendent and be accompanied by his recommendation or endorsement.

These are the two requirements for renewal:

1. Applicants must read five books on the Teacher's Reading Course during the life of the certificate to be renewed.
2. In addition to the first requirement, applicants must satisfy at least one of the following conditions:
 - (a) Take an examination on the book in Elementary Education, included in the Reading Course for the year in which the certificate expires, or
 - (b) Attend a Summer School for thirty days any time during the life of the certificate, completing two courses in Education, or
 - (c) Show that they have taught twenty-four years in the public schools of Virginia.

The Reading Course for teachers will embrace five books—two on literature, one on American and Current History, and two in Education. It will be issued by the first of September of each scholastic year.

SPECIAL NOTES ON PROFESSIONAL COURSES

1. Graduates of four year accredited high schools or of private schools which are rated by the Department of Public Instruction as equivalent in credit, and holders of first grade certificates are eligible to enter the professional courses. In addition, those teachers who hold renewable certificates of any grade and are asking for their renewal may pursue two education course in the professional course as the basis for the renewal of said certificates.

2. It will not be necessary for graduates of accredited high schools to furnish any other evidence of their graduation than the statement from their Principal or Superintendent that they are graduates.

3. Holders of first grade certificates need present no further evidence of their eligibility for the professional courses than their certificate. These should be brought to the school. The professional course is open to holders of first grade certificates whether said certificates have expired or not.

4. Graduates of accredited high school in other States will be received for the professional course without condition.

5. Graduates of private schools which are accredited will be admitted to the Elementary Professional Courses without condition.

6. Graduates of private schools of other States will be accepted

for the professional courses without condition if said schools are accredited by the State in which they are situated.

7. Under special and extraordinary circumstances an applicant who is not a graduate of an accredited private or public high school but who has from 14 to 16 units of credit may, after consultation with the Director of the summer school, be admitted conditionally to the professional course. Such a student would be required to make up the conditional unit or units in some approved way before the Elementary Professional Certificate could be awarded. The Director of the summer school will be glad to confer individually with students making application for such conditional entrance upon the professional course.

8. Holders of first grade certificates who have taught for at least three years are permitted to complete the work for the Elementary Professional Certificate in two consecutive summers—the first summer of six weeks and the second summer of twelve weeks. The attention of first grade certificate holders is particularly directed to this ruling and are invited to take the first summer's course of six weeks at this institution in 1921, and the second summer's course of twelve weeks in the summer of 1922. A twelve weeks' course will be offered in the summer of 1922.

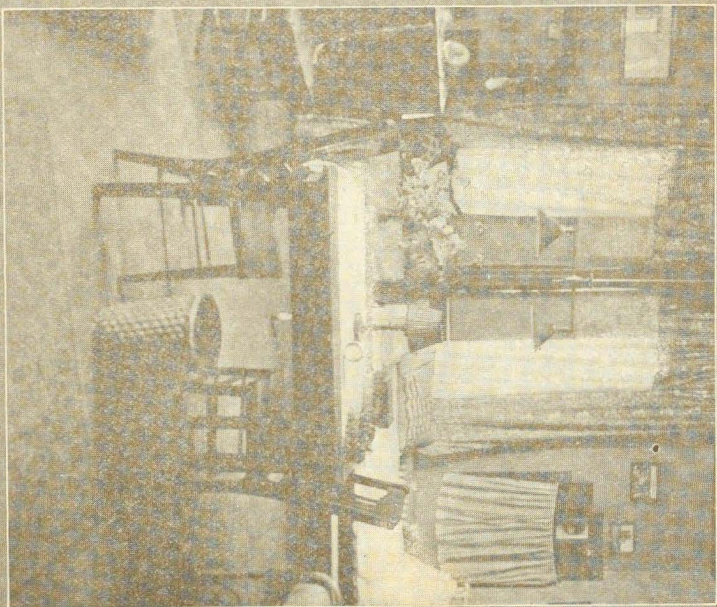
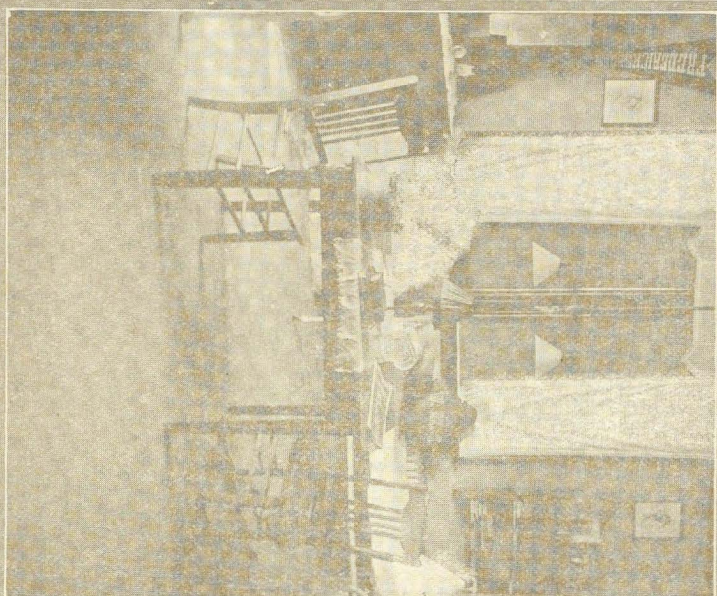
9. Those who have previously done a part of the professional summer school work will be given the five year period under which they entered to complete the work for their certificate, but under no conditions will the time be extended beyond the summer of 1924. Those students entering the professional course in the summer of 1921 are expected to complete the course for their certificate in three terms of six weeks each over a three-year period.

10. Graduates of normal training departments of high schools who enter the elementary professional course will be credited with one-third of the requirement for this course. The third credit will be fixed by the Director of the summer school in conference with the applicant.

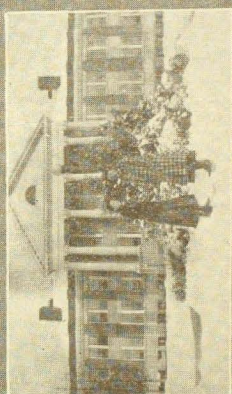
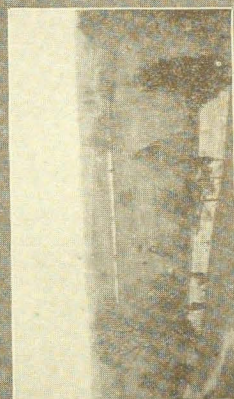
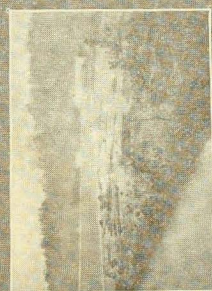
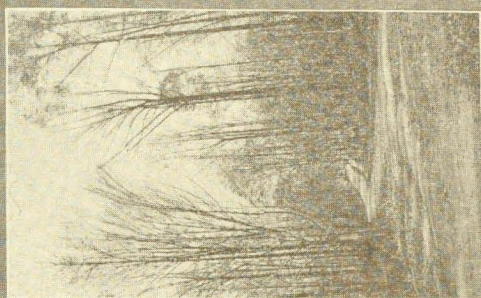
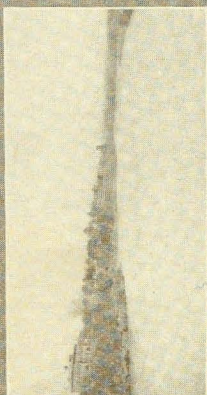
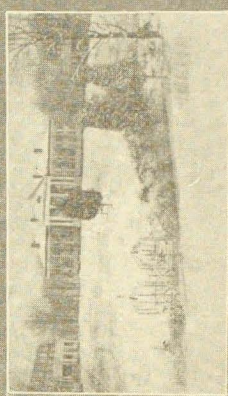
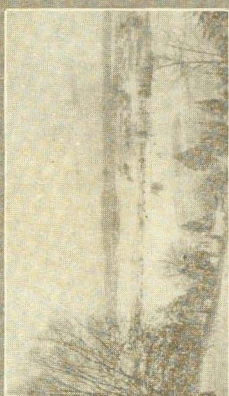
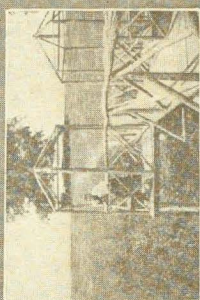
11. An applicant who has completed any part of the professional course as outlined prior to the summer of 1917 will be given appropriate credit by the Director of the summer school on the elementary professional course as outlined at the present time.

12. The number of subjects in the elementary professional course as outlined by the State Department will be strictly adhered to: four in the first year; four in the second year, and five in the third.

13. Applicants who have completed two years of the three-year course as outlined prior to 1920 and thus have credit for ten courses shall take in the summer school the third year in the present professional course embracing five subjects. In cases where obvious duplication of branches occurs the Director of the summer school, upon conference with the applicant, will make appropriate substitutes.



STUDENTS' ROOM



SNAPSHOT SCENES

14. Observation classes will be maintained in the third year of each branch of the elementary professional course.

15. Writing shall be taken in either the second or the third year of the elementary professional course, unless the applicant can present a certificate showing proficiency to teach this subject, or can present a grade on her course in writing which would entitle her to such a certificate.

16. Students who will take songs and games (in Primary I and Grammar I) should bring gym suits or bloomers if they have them. This is not a prerequisite, but is highly desirable.

Professional Courses for Elementary Teachers

A. COURSE FOR PRIMARY TEACHERS

FIRST YEAR

1. Elementary Education	30 periods
2. School Hygiene and Sanitation	30 periods
3. Methods in Reading	30 periods
4. Songs and Games	30 periods

SECOND YEAR

1. Methods in Reading	30 periods
2. Methods in Arithmetic	30 periods
3. Methods in Language and Spelling	30 periods
4. *Writing or Drawing	30 periods

THIRD YEAR

1. †Methods, Management and Observation	40 periods
2. Nature Study	15 periods
Home Geography and First Lessons	15 periods
3. Social History or Child Literature and History Stories	30 periods
4. Public School Music	30 periods
5. *Primary Industrial Work or Drawing or Writing	30 periods

B. COURSE FOR GRAMMAR GRADE TEACHERS

FIRST YEAR

1. Elementary Education	30 periods
2. School Hygiene and Sanitation	30 periods
3. Methods in Language and Spelling	30 periods
4. Arithmetic and Methods	30 periods

SECOND YEAR

1. Methods in Civics and History	30 periods
2. Methods in Language and Grammar	30 periods
3. Methods in Geography	30 periods
4. Writing or Drawing	30 periods

THIRD YEAR

1. †Methods, Management and Observation	40 periods
2. Child Literature and Methods in Reading	30 periods
3. Agriculture (School Gardening)	30 periods
4. Public School Music	30 periods
5. Home Economics (60 periods), or Industrial Work (60 periods), or Drawing or Writing	30 periods

*Teachers are to be required to take writing in either second year or third year, unless they are able to present a certificate of proficiency in writing. In this case they will take drawing. If a student takes writing in the second year, she should take drawing the third year, and vice versa.

†A minimum of 10 periods is to be provided for observation.

VACATION SCHOOL

The vacation school is composed of two rooms, one primary and one grammar grade, taught by teachers specially trained for this type of work. These classes furnish excellent opportunity for teachers to see work done under normal conditions, and with types of children such as will be met in any public school of Virginia.

OBSERVATION AND DISCUSSION

This course is intended to give teachers opportunity for observation of the fundamental subjects taught in the primary and grammar grades of the vacation school. The principles underlying the teaching of subjects observed and methods used in teaching these subjects are discussed with the directors of the vacation school.

This work is required for Pri. III and Gr. III students.

OVERWORK

While eight or nine lecture periods are provided in the schedule, it is not contemplated or desired that any student take lectures on subjects covering all these periods. On the average five periods of lecture work is the amount of lecture work advised. In special cases, after consultation with the Registrar, students may be permitted to take six periods of lecture, but no more. This restriction is made in the interest of the health of the students, lest they should overtax their strength.

STATE EXAMINATIONS

The regular examinations in all courses will be held at the school July 28th and 29th.

Examinations will be given on subjects required for first and second grade certificates, and also on the work covered for the Elementary Professional Certificate, Pri. and Gram. grades.

TOPICAL OUTLINE FOR PRIMARY COURSES

ELEMENTARY EDUCATION. The first twenty-five days of the course will be based upon La Rue's "The Science and Art of Teaching." Topics: nature of teaching; method as determined by the nature of child; method as related to the teacher; teaching as conditioned by subject-matter; the administrative organization of schools; specific school problems, the first day, the daily program, children's text-books, attendance, grading, children's monthly report, promotion; how to get acquainted with school laws and regulations; how to get needed repairs and equipment; how to get a school library; monthly and term reports to superintendents; duties of a teacher to children, to community, to fellow teachers, to superior officers, to profession.

BIBLIOGRAPHY. La Rue. The Science and Art of Teaching. American

Book Company, New York City; Wilkinson, Rural School Management. Silver, Burdett Company, Chicago.

SCHOOL HYGIENE AND SANITATION. "The Course of Study in Hygiene for School Children" and "The Health Manual for Teachers," published by the State Board of Health, are to be used as texts for this course. General topic: The Health of School Children. Topics: 1. *Physical defects and their control*: eye-testing, symptoms and causes of eye strain (a) lighting, (b) black-board, (c) books-print; ear, testing by means of conversational voice, symptoms and cause of deafness—adenoids; teeth, inspection for most common defects, causes of decay, care of teeth; throat, inspection for enlarged tonsils, evidence of nasal obstruction; nutrition, weight and measure, compare with standard scale, causes of malnutrition; 2. *Physical Education*: breathing, ventilation, heating, open-air schools; posture, seating; play, games, playgrounds; clothing, cleanliness, care of school plant, care of person; 3. *Contagious diseases and the control of contagious diseases in the school room*; based upon the study of Part II of the Health Manual for Teachers and the State Health Laws concerning the quarantining of contagious diseases; topics: safe drinking water; sanitary toilets; cleanliness of school buildings; two rules of State Board of Health, "Keep everything out of mouth except food and drink," "Cover mouth and nose with handkerchief when coughing or sneezing." 4. *First aid to the injured*. 5. *The ideal health staff*: place of teacher; place of school nurse and school physician. II. Health of the Teacher; topics: health certificate; personal hygiene. III. The Morale of the School; topics: school room decorations; beautifying grounds; improving school plants; respect for school property by pupils and teacher. IV. Community Health.

BIBLIOGRAPHY. State Health Bulletins; Dresslar. School Hygiene. The Macmillan Company, New York; Hoag. Health Index of Children. Whitaker and Ray, Wiggins Company, San Francisco; Lynch. American Red Cross Abridged Text Book on First Aid (Woman's Edition). P. Blackstone's Sons and Company, Philadelphia; Terman. Hygiene of the School Child. Houghton Mifflin Company, Boston; Terman, The Teacher's Health. Houghton Mifflin Company, Boston.

METHODS IN READING FOR PRIMARY GRADES—First Year. General topic for term, *the introduction of the child to reading*. Topics: meaning of reading; elements in reading; problems in beginning reading, the best approach, units of reading, material, (a) children's poems, (b) stories, (c) nature, (d) plays and games, (e) school activities; mechanical elements, essentials in phonic study, drill; devices; relation between oral and silent reading in first grade; critical study of primers and first readers, including those which are on the State list.

METHODS IN READING FOR PRIMARY GRADES—Second Year. General topic for term, *the relation of reading to educational progress*. Topics: the reading habit; silent reading, its relation to study—teaching how to study; oral reading, danger from over emphasis, speech difficulties; how to conduct different types of reading lessons; texts in reading; how to correct mechanical difficulties; how to increase power in extracting thought; materials for reading; supplementary reading; grade libraries, how to secure them, selection of books for each grade, how to use the library.

BIBLIOGRAPHY. *Reading*. Briggs and Coffman. Reading in the Public Schools. Row, Peterson and Company, Chicago; Gray. Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments. University of Chicago Press; Gray. Reading in the Elementary Schools of Indianapolis. The Elementary School Journal, Vol. XIX. The University of Chicago; Huey. Psychology and Pedagogy of Reading. The Macmillan Company, New York; Jenkins. Reading in the Primary Grades. Houghton Mifflin Company, Boston; Judd. Reading: Its Nature and Development. University of Chicago Press; Klapper. Teaching Children to Read. D. Appleton and

Company, New York; Laing. Reading, A Manual for Teachers. D. C. Heath and Company, New York. *Phonics and Speech Defects*; Hamilton. Haliburton. Phonics in Reading. B. F. Johnson and Company, Richmond; Lewis. American Speech. Scott, Foresman and Company, Chicago; Scripture. Stuttering and Stammering. The Macmillan Company, New York; Swift. Speech Defects in School Children. Houghton, Mifflin Company, Boston.

GAMES FOR PRIMARY GRADES. The aim of this course is to acquaint the students with games for the school room and playground, with special emphasis upon the types of simple singing and co-operative games adapted to primary grades. Topics: the value of play; methods of presenting games; arrangement and classification of games according to stages of development of children and according to types of games; class work in games, games of general activity, games of sense perception, traditional singing games, festival dances and rhythms.

BIBLIOGRAPHY. Bancroft. Games for the Playground, School and Home. The Macmillan Company, New York; Burchenal, Elizabeth. Folk Dances and Singing Games. G. Schreiner, New York; Crawford. Dramatic Games. A. S. Barnes and Company, New York; Hofer. (a) Children's Singing Games, (b) Popular Folk Games and Dances. A. Flanagan, Chicago; Johnson. Education by Play and Games. Ginn and Company, New York; Newton. Graded Games and Rhythmic Exercises. A. S. Barnes and Company, New York.

METHODS IN ARITHMETIC. Topics: the aims for teaching arithmetic; the course of study for the primary grades; methods of teaching, (a) numbers, counting, reading, writing, (b) the four fundamental processes; when and how to use objects in teaching; habit formation in arithmetic, drills; problems, types; measurements, money, time, space; the motivation of arithmetic. *Observation of lesson in arithmetic.*

BIBLIOGRAPHY. Brown and Coffman. How to teach Arithmetic. Row, Peterson and Company, Chicago; Klapper. The Teaching of Arithmetic. D. Appleton and Company, New York; Smith. The Teaching of Arithmetic. Ginn and Company, New York; Smith. Number Rhymes and Number Games. Teachers College Bureau of Publication, New York; Suzallo. The Teaching of Primary Arithmetic. Houghton Mifflin Company, Boston; Walsh. Methods in Arithmetic. D. C. Heath and Company, New York.

METHODS IN LANGUAGE AND SPELLING. This course is divided between two subjects: namely, language and spelling. The first five weeks is devoted to the study of language method and material. The last week of the course is used in developing methods of teaching spelling. *Methods in language*; topics: purposes; materials for language lessons; motivation of language; course of study in language for primary grades; relative importance of oral and written language for primary grades; the amount of formal language expected of each grade. *Methods in Spelling*; topics: the relation of spelling to other subjects; causes of incorrect spelling; methods of teaching spelling in primary grades; selection of spelling material; study of standard tests.

BIBLIOGRAPHY. *Language.* Cooley. Language Teaching in the Grades. Houghton Mifflin and Company, Boston; Klapper. The teaching of English. D. Appleton and Company, New York; Leiper. Language Work in Elementary Schools. Ginn and Company, New York; *Spelling*; Suzallo. The Teaching of Spelling. Houghton, Mifflin Company, Boston; Tidyman. The Teaching of Spelling. The World Book Company, Yonkers.

HANDWRITING. Teachers are to be required to take writing in either second or third year unless they are able to present a certificate of proficiency in writing. Part I. *Drill in muscular movement handwriting*; seventy-five per cent of class periods should be given to this work. Part II. *Methods of*

teaching writing, topics: how to conduct an effective drill; how to motivate the writing practice; how to correct bad habits; how to correlate writing with other subjects; laws of habit formation as applied to writing; how to use a writing scale.

BIBLIOGRAPHY: Freeman. *Handwriting*. Houghton Mifflin Company, Boston; Wilson. *Motivation of School Work*. Houghton Mifflin Company, Boston; *The Fourteenth Year Book, Part I*. National Society for the Study of Education, Chicago.

DRAWING FOR PRIMARY GRADES. The State Course of Study in Drawings is the basis for this course. The Applied Arts Drawing Books 41, 42, 43, 44 are used. Topics: nature drawing; landscape composition; object drawing; illustrative and pose drawing; lettering. Color should be taught in connection with all other topics.

BIBLIOGRAPHY: Applied Arts Drawing Books 41, 42, 43, 44. Atkinson, Menter Company, Chicago; Sargent and Miller. *How Children Learn to Draw*. Ginn and Company, New York.

METHODS, MANAGEMENT, OBSERVATION. This course has three specific parts. Twenty recitations will be given to the general methods of teaching. Ten recitations will be given to the management of class affairs. Twenty observations are included in this course. An extra period must be allotted on the program for observation which must be given at another period from the regular class period. *Methods*; topics: types of lessons (1); purposes (2); assignments (3); organization of subject matter (4); daily preparation (5); lesson plans (6); questioning (7). *Management*; topics: routine factors, daily programs, signals, regularity and punctuality, general order (8); *judgment factors*, discipline—moral training (9), attention, promotion, testing, teacher's relationship. *Observation*; discuss each recitation under the following topics: what was done in the recitation; what elements of the recitation are worthy of imitation; how may the recitation be modified for the better.

References for the above sections. (1) Strayer. *Fundamentals of the Teaching Process*, Chs. IV-IX; (2) McMurry. *How to Study*, Ch. III; (3) Colgrove. *The Teacher and the School*, Ch. XIX; (4) McMurry. *How to Study*, Ch. V; (5) Colgrove. *The Teacher and the School*, Ch. XVIII; (6) Strayer. *Fundamentals of the Teaching Process*, Ch. XVI, Colvin. *Introduction to High School Teaching*, Ch. VI; (7) Colvin, Ch. VI; (8) Bagley. *Classroom Management*; (9) Strayer *Fundamentals of the Training Process*, Ch. XI, XII, XXIV; (9) Strayer *Fundamentals of the Teaching Process*, Ch. XIV, Thorndike, *Education*, pp. 198-202.

BIBLIOGRAPHY. Bagley. *Classroom Management*. The Macmillan Company, New York; Colgrove. *The Teacher and the School*. C. Scribner's Sons, New York; Colvin. *Introduction to High School Teaching*. The Macmillan Company, New York; McMurry. *How to Study*. Houghton, Mifflin Company, Boston; Strayer. *The Fundamentals of the Teaching Process*. The Macmillan Company, New York; Thorndike. *Education*. The Macmillan Company, New York.

NATURE STUDY. This course covers a period of three weeks, about 25 per cent of the time should be given to field work. Topics: the Nature Study point of view; what should be gained through this study; how should the study be carried on through observation, by experimentation in the care of pets and plants, and in the school garden; how to select topics; the correlation between nature study and literature and art.

BIBLIOGRAPHY. Bailey. *Nature Study Idea*. The Macmillan Company, New York; Coulter and Patterson. *Practical Nature Study*. D. Appleton and Company, New York.

HOME GEOGRAPHY. This course covers a period of three weeks, about 25 per cent of the time should be given to field work. *General problem:* The

home community of the pupils. Topics: why people live in towns, etc.; the need for communication between groups of people; the local industries; the relation of life to (a) the surface features in the neighboring locality, (b) the drainage features, (c) the weather, (d) the soils; method of approach through the children's observation.

Reference: Dodge and Kirchway. *The Teaching of Geography in the Elementary Schools.* Rand, McNally and Company, Chicago.

CHILD LITERATURE AND HISTORY STORIES. In this course a study is made of literature appropriate for the first four grades, with discussions of the principles underlying the selection and presentation of stories to children. Topics: origin and value of story telling; the origin of folk tales, fairy tales and myths; the requisites of a good story teller; the preparation of a story for telling; the adaptation of stories; selection and grading of stories and poems.

BIBLIOGRAPHY. Adler. *The Moral Instruction of Children.* D. Appleton and Company, New York; Bailey. *For the Children's Hour,* Milton Bradley Company, New York; Bulfinch. *Age of Fable.* T. Y. Crowell, New York; Bunce. *Fairy Tales, Their Origin and Meaning.* The Macmillan Company, New York; Guerber. *Myths of Northern Lands.* American Book Company, Harris. *Nights with Uncle Remus.* Houghton Mifflin Company, Boston; Kready. *The Science of Fairy Tales.* Houghton Mifflin Company, Boston; Keyes. *Stories and Story-Telling.* Appleton and Company, New York; The Bible. MacClintock. *Literature in the Elementary Schools.* The University of Chicago Press, Chicago; Poulsson, *In the Child's World.* Milton Bradley Company, New York; St. John. *Stories and Story-Telling.* The Pilgrim Press, Boston; *Poetry:* Field. *Love Songs of Childhood;* Lear. *Nonsense Books.* Little, Brown and Company, Boston; Rosetti, C. *Sing Song;* Stevenson. *Child's Garden of Verse.*

PUBLIC SCHOOL MUSIC FOR PRIMARY GRADES. This will consist of the following topics: technique of singing; tone quality, ear training, measure and rhythm, rudiments of music, sight reading; methods taught in connection with each topic; chorus work; music appreciation, use of victrola; course of study for each grade.

BIBLIOGRAPHY. Bentley. *Song Primer.* A. S. Barnes Company, New York; Dann, Hollis. *Manual for Teachers, Song Books 1, 2, 3, 4.* American Book Company, New York. Farnsworth. *Education Through Music.* American Book Company, New York; Riley and Gaynor. *Songs of the Child World 1, 2, 3.* John Church Company, New York; Smith, Eleanor. *Modern Music Series.* The Macmillan Company, New York.

PRIMARY INDUSTRIAL WORK. The purposes of this course are to give the teacher the point of view of social development of the child, to gain some skill through the projects worked out in the class, to have some idea of the method of teaching the subject to children. Topics: value of industrial work to the young child; principles underlying selection of material for course of study. *projects for the class;* toys, doll house, stores, public buildings, farm, gardening, means of transportation, primitive life; *mediums;* wood, sand table, clay, paper, weaving, card board.

BIBLIOGRAPHY. Bonser and Russell. *Industrial Education.* Teachers College, New York; Course of Study, Farmville State Normal School; Dewey School and Society. The University of Chicago Press; Dobbs. *Primary Handwork.* The Macmillan Company, New York; Dobbs. *Handwork for the Intermediate Grades.* The Macmillan Company, New York; Dopp. *The Place of Industry in Elementary Education.* University of Chicago; Dopp. *The Tree-Dwellers, The Early Cave-Man, The Later Cave-Man.* Rand, McNally Company, Chicago. Krachowizer. *Projects in the Primary Grades.* Lippincott, Philadelphia; Speyer School Curriculum. Rand, McNally Company, Chicago.

TOPICAL OUTLINE OF GRAMMAR GRADE COURSES

ELEMENTARY EDUCATION. This course will follow the outline given for Primary Grades. Refer to page 6.

SCHOOL HYGIENE AND SANITATION. This course will follow the outline for the Primary Grades. Refer to page 6.

METHODS IN LANGUAGE AND SPELLING. Ten recitations will be given to spelling and twenty recitations to the study of language methods for the upper grades. *Spelling*; topics: the relation of spelling to other subjects; causes of incorrect spelling; methods of teaching spelling; selection of spelling material; study of standard tests; practical work in class. *Language*; topics: the material for language lessons; the relative importance of oral and written language; how to motivate oral language; usage drills; the story as a basis for oral and written composition; how to prepare outlines; how to produce a written composition.

BIBLIOGRAPHY. See the bibliography for Language and Spelling for Primary Grades, page 8.

ARITHMETIC AND METHODS FOR THE GRAMMAR GRADES. This course involves a review of the subject matter of arithmetic. Method is taught in connection with each subject introduced. Topics: Courtis Standard Tests, Form B, drills for securing accuracy and speed; common and decimal fractions; four fundamental processes; short methods introduced; practical measurements involving rectangles, triangles, parallelograms, and trapezoids; circles, rectangular solids, cylinders; statement of problems; percentage, relation to fractions, common and decimals, three types of problems; application of percentage, profit and loss, commercial discount, commissions, taxes; interest, simple interest, six per cent method; banking, kinds of banks, functions of banks, forms used by banks—how to write them and what they mean, bank discount, savings account—compound interest; corporations; problems of industrial and social activities.

BIBLIOGRAPHY: Courtis Standard Tests, Series B. S. A. Courtis, 82 Eliot Street, Detroit, Mich.; Brown and Coffman. How to teach Arithmetic. Row, Peterson and Company, Chicago; Klapper. The teaching of Arithmetic. Appleton, New York; Smith. Modern Advanced Arithmetic. The Macmillan Company, New York.

METHODS IN HISTORY AND CIVICS. Topics: The relation of history and civics; how to arouse civic consciousness; suggestive lessons in civics; how to select important topics in American history; correlation of history with geography, with literature; the visual appeal in history; dramatization as a method of teaching history; use of current history.

BIBLIOGRAPHY. Hill. The Teaching of Civics. Houghton Mifflin Company, Boston; Kendall and Stryker. History in the Elementary School. Houghton Mifflin Company, Boston; Mace. Methods in History. Rand, McNally and Company, Chicago; Wayland. How to Teach American History. The Macmillan Company, New York; Manual and Course of Study for the High Schools of Virginia, pp. 114-122.

METHODS IN GEOGRAPHY. Topics: Scope and aims of geography; correlation of geography with history, literature, civics and industrial arts; home geography, its importance and method; preparation of lesson; project method in geography; conduct of recitation and supervised study, assignments, use of text, use of library, current literature, use of maps and charts; field and laboratory work; visual instruction; how to judge a text-book; how and where to obtain supplementary material.

BIBLIOGRAPHY. Dodge and Kirchway. The Teaching of Geography. Rand, McNally and Company, Chicago; McMurray, Charles. The Methods of Teaching Geography. The Macmillan Company, New York; Sutherland. The Teaching of Geography. Scott, Foresman and Company, New York;

Wilson. *The Motivation of School Work*. Houghton Mifflin Company, Boston.

GRAMMAR AND METHODS. Half of the course should be devoted to a review of those phases of technical grammar which appear in the Elementary Course of Study. The rest of the time should be given to the study of how to teach grammar. Topics: what phases of technical language should be placed in each of the grammar grades; inductive method of teaching principles and rules; correlation of grammar with oral and written language; sentence analysis, its value and abuse.

BIBLIOGRAPHY. In addition to the previous list, Buchler. *Modern English Grammar*. Newson and Company, New York; Chubb. *The Teaching of English*. The Macmillan Company, New York; Emerson and Bender. *Modern English*, Book II. Woolley. *Mechanics of Writing*. D. C. Heath and Company, New York.

WRITING. This course will follow the topics as outlined for the Primary Grades as found on page 8.

DRAWING FOR GRAMMAR GRADES. The course will follow largely the topics outlined for primary grades as found on page 8. The only difference will be in choice of material. Applied Arts Drawing Books 45, 46, 47 are used in this course.

METHODS, MANAGEMENT, OBSERVATION. This course will follow the topics outlined for the Primary Grades as found on page 8.

METHODS IN READING—LITERATURE FOR GRAMMAR GRADES. Topics: Aims reading in the grammar grades; types of material for use in grammar grade reading; how to motivate oral reading, place of technical skill, importance of comprehension of subject; problems in grammar grade reading, study of literature, teaching general reading as a tool subject; guiding class in extensive reading, lists of books for parallel reading, magazines for children's reading; measuring results in grammar grade reading; critical study of books for these grades.

BIBLIOGRAPHY. In addition to the references listed under Primary Reading, page 7, the following are suggested: Colby. *Literature and Life in the Schools*. Houghton Mifflin Company, Boston; Monroe. *Measuring the Results of Teaching*, Chapters II, III, Houghton Mifflin Company, Boston.

AGRICULTURE (School Gardening). This course will be made very practical by applying each step to garden work and by using the school garden as a laboratory where as much practice work will be done as time will permit; by using as many experiments in the laboratory as is necessary for good agricultural teaching; by calling attention to materials and methods of presenting the subject matter. Topics: study of plants, their parts and the function of the parts; propagation of plants, importance of seed selection; soils and their characteristics; soil water, and method of conserving soil moisture; drainage and irrigation; fertilizers; methods of conserving plant food, rotation of crops; *Gardening*: types of vegetable growing; the construction of cold frames and hot beds; classification of vegetables, (a) cool season crops, (b) warm season crops; study of the culture of type vegetables; controlling insects and diseases that attack vegetable crops; *method*: the relation of agriculture instruction to the community; home projects; demonstration work; methods of classroom, of laboratory, and of outdoor work.

BIBLIOGRAPHY. Bricker. *Agricultural Education for Teachers*. American Book Company, New York; Duggar. *Agriculture for Southern States*. The Macmillan Company, New York; Jackson and Daugherty. *Agriculture Through the Laboratory and School Garden*. Orange-Judd Company, New York; Bulletins from United States Department of Agricultural and other agencies.

PUBLIC SCHOOL MUSIC FOR THE GRAMMAR GRADES. The course will follow

largely the topics outlined for the primary grades as found on page 9. The greatest difference will be in the choice of material. Additional topics: how to secure a community chorus; how to develop a spring festival.

INDUSTRIAL ARTS. The course includes a brief survey of the place of industrial work in elementary education. The method of teaching the subject is demonstrated by the instructor in presenting the various projects to the class and by discussion. Projects: note books; card index; stencil table runner; concrete flower pot or window box; bird houses; rabbit trap; chicken coop; egg carton; automobile carriage; picture frame or serving tray; book racks; book cases; shirtwaist box. Not all of these projects can be completed by each member of the class. An individual project and a group project should be finished by each one during the course.

REFERENCES Dobbs. *Handwork for Intermediate Grades*. The Macmillan Company, New York.

HOME ECONOMICS was interpreted by agreement of the committee on the course of study to mean either sewing or cooking. Courses in both cooking and sewing were prepared in accordance with this plan.

SEWING. The method of teaching this subject is demonstrated throughout this course. Connected subject matter should be taught with each project. Projects: sewing apron; gown; princess slip; patching and darning. Students should complete two projects and demonstrate their ability in the last mentioned project.

COOKERY. The course in cookery is based upon the State adopted text, Austin's *Domestic Science*, Book I. Topics: cookery as a grammar grade subject; classification of foods; a balanced diet, planning meals; marketing; projects: preparing and serving before the close of the term, two of the following: breakfast, lunch, dinner.

TEXTS Austin. *Domestic Science*. Book One and Book Two. Lyons and Carnahan, Chicago.

ARRIVE ON TIME

NOTE—Students are urged to arrive in full time to register on the 20th and begin class work on the 21st.

TEXT-BOOKS

The books to be used as the basis for the work for first and second grade certificates are given below. The names of the publishers and their addresses are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered.

Text-books on which questions for the examinations for first and second grade certificates are based:

Arithmetic—Smith: "Advanced Arithmetic" (Ginn and Co.)

Algebra—Wells and Hart: "High School Algebra" (D. C. Heath and Co.)

Grammar and Composition—Emerson and Bender: "Modern English," Book II (The Macmillan Co.)

Brooks: "English Composition," Book I (American Book Co.)

Classics—

(a) Shakespeare's "Merchant of Venice."

(b) Carlyle's "Essay on Burns."

American History—"Our Republic" (Richmond Press, Richmond, Va.)

Virginia History—Smithey: "History of Virginia (American Book Co.)

English History—Cheyney: "Short History of England" (Ginn and Co.)

Geography—Frye: "Higher Geography"—Virginia Edition (Ginn and Co.)

Civics—McBain: "Government and Politics in Virginia."

Physical Geography—Tarr: "New Physical Geography" (The Macmillan Co.)

General Science—Clark: "General Science" (American Book Co.)

Agriculture—Duggar: "Agriculture for Southern Schools (The Macmillan Co.)

Physiology and Hygiene—Ritchie: "Primer of Sanitation and Physiology" (World Book Co.)

Spelling—New World Speller (World Book Co.)

Drawing—Applied Arts Drawing Books, Numbers 41-44 (Atkinson, Mentzer Co.)

Any of these books may be ordered through the Virginia Book Company, Richmond, Va.

In the Professional courses the texts, insofar as they have been selected, are as follows:

LaRue's "The Science and Art of Teaching" (American Book Co.)

Dresslar's "School Hygiene" (Macmillan Co.)

Brigg's and Coffman's "Reading in Public Schools" (Row, Peterson and Co.), or

Klapper's "Teaching Children to Read" (Appleton and Co.)

Strayer's "A Brief Course in the Teaching Process."

"Applied Arts Drawing Books."

Coulter and Patterson's "Practical Nature Study" (D. Appleton & Co.)

Brown and Coffman's "How to Teach Arithmetic."

Sutherland's "Methods in Geography."

Jackson and Daugherty's "Agriculture through the Laboratory and School Garden" (Orange-Judd Co.)

Other texts will be announced on entrance.

INSTRUMENTAL MUSIC

Students of the Summer Normal who desire instruction in instrumental music (piano or violin), should communicate with Mr. F. A. Franklin, 1202 Prince Edward Street, Fredericksburg, Va., or Miss Nora C. Willis, State Normal School, Fredericksburg, Va.

Schedule of Classes

[illegible]

The Fredericksburg State Normal School For Women

desires to call the attention of the public to the following important curricula and policy:

1. Beginning with 1921-22 this Normal will go upon a wholly professional basis, eliminating the undergraduate or high school, preparatory department, and confining its work to the professional courses.

This is a distinct advance in teacher training. Five professional courses are offered.

2. The school will maintain three training schools of different types for observation and practice teaching.

3. Both the Junior and Senior years of the new Commercial Teaching Course, begun in 1920, will be given.

4. The main emphasis will be placed on the preparation of teachers for the elementary schools, both urban and rural.

5. A strong two-year course to prepare teachers to teach in Junior High Schools, or special high school subjects in other high schools is offered. Practice teacher in High School subjects.

6. A well-rounded home economics course of two years, equal in dignity and certification credit to the other professional courses, is given.

7. The supervisory force will be doubled.

8. *Only two girls will be placed in a dormitory room.*

9. In the summer of 1922 a full Normal quarter of 12 weeks, divided into two parts, will be given. Holders of first grade certificates, who have taught for three years, may complete the Elementary Professional Certificate by taking our six weeks' course this summer (1921) and the twelve weeks' course next summer (1922).

10. Students having 14 or more units will be admitted. Those having between 14 and 16 units will be given an opportunity to make up the lacking one or two units during the Junior and Senior years. Holders of first grade certificates will also be admitted.

For Catalogue, View-book or any details, write,

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

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